

## DOCUMENT RESUME

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INSTITUTION Northwest Regional Educational Lab., Portland, OR. NOICC Training Support Center.

SPONS AGENCY National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.

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competency training for counselors; using the National Career Development Guidelines; linking planning and evaluation in vocational-technical education; training through distance learning--technology to plan and implement career development programs; State Occupational Information Coordinating Committee (SOICC) network involvement with video technology development; a microcomputer system for economic developers; and Tennessee's international curriculum. A summary of closing remarks and a conference participant list conclude the report. (NLA)

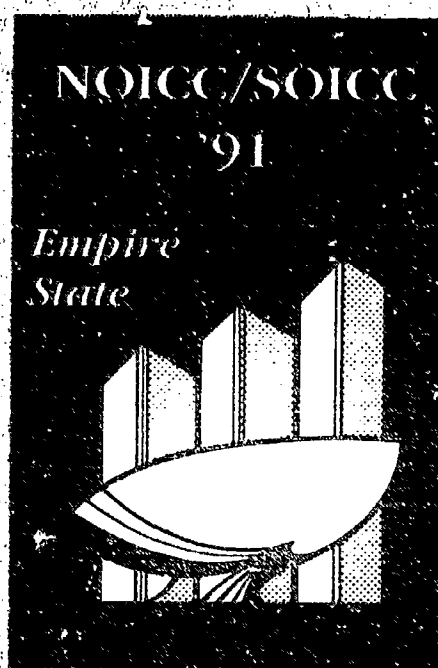
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## Highlights

# Workers and Workplaces: Diversity, Challenge, Excellence!

**The Fourteenth Annual National  
State Occupational Information  
Coordinating Committee (SOICC) Conference**



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**July 22 - 24, 1991**

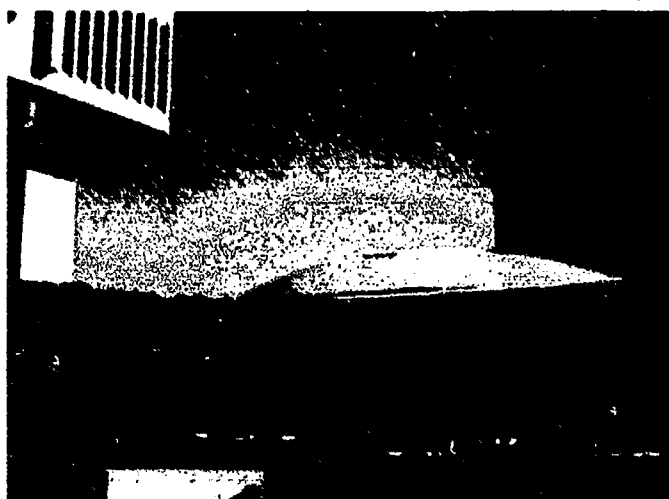
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**The Fourteenth Annual National  
State Occupational Information  
Coordinating Committee (SOICC) Conference**

# *Conference Highlights*



*The Empire State's Egg Theater*

**A CONFERENCE TO FURTHER:**

- ◆ **Workplace Understanding**
- ◆ **Workforce Readiness**
- ◆ **Professional Development**

**IN COOPERATION WITH:**

Interstate Conference of Employment  
Security Agencies' LMI Committee

National Association of State Career  
Development/Guidance Supervisors

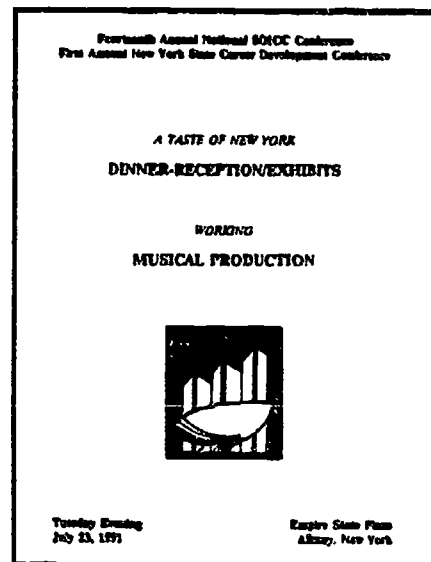
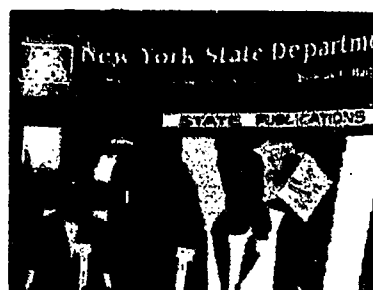
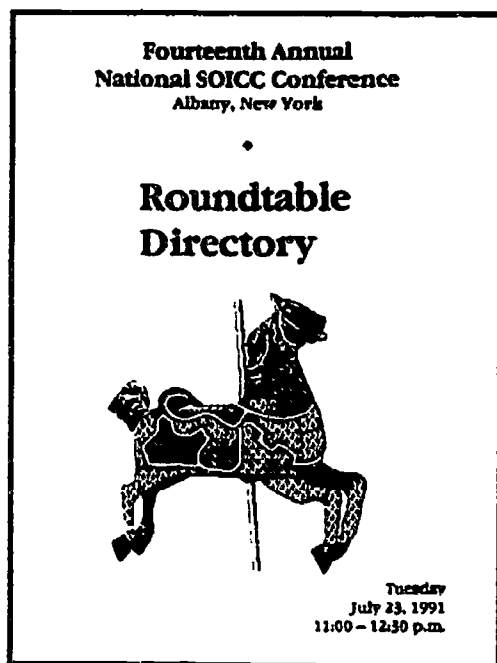
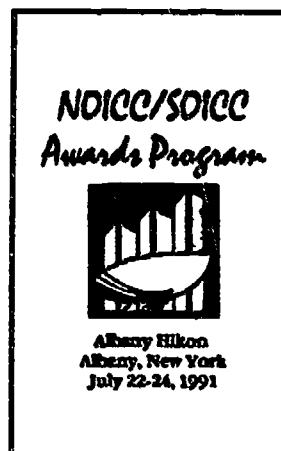
Association of Computer-Based Systems  
for Career Information

National Association of SOICCs

***July 22 - 24, 1991  
Albany, New York***

## 4

# Attractions



# Conference Highlights

## **NOICC Focus on Workforce Issues**

Following the welcome by **David Nyhan**, New York SOICC Director, and remarks by **Mayor Whelan** about Albany's Charter Day celebration, **Juliette Noone Lester**, Executive Director of NOICC, opened the 1991 Fourteenth Annual National NOICC/SOICC Conference with a quick review of the colorful history of the state of New York. She tied that history to a necessary focus on the future. She noted the NOICC/SOICC Network's many successes and tremendous impact on the coordination and delivery of important information and programs. Lester reported increased international interest in the network as Eastern European countries—Hungary, Poland, and most recently the U.S.S.R.—have had access to NOICC/SOICC products. But, of primary concern now, she said, is helping the United States meet current and future needs of the workplace. In a rapidly changing economy and workplace, occupational information and career development skills are more and more crucial. The challenge to the NOICC/SOICC Network is to help prepare the U.S. labor force, both now and in the future, by providing information and offering training in occupations and skills needed and required by the labor market.



*David Nyhan*

Lester stated that NOICC is in the process of developing a new Long-Range Plan which identifies three crucial issues for NOICC/SOICC energies and expertise.

### **1. Career Information and Career Development Programs for Adults**

Of first concern is the need to provide career information and career development programs for adults. As the workplace changes, new jobs require new skills which require new training programs. Education is a life-long process. The United States must become a nation of learners. All U.S. residents must be helped to identify and take their places in the labor force. The need for coordination and access to good information and effective programs is critical not only for youth but for adult workers as well. The NOICC/SOICC Network must find ways to improve the access of adults to career information and career development programs. The need for and interest in such services by adults are greater than ever, as reflected in two recent Gallup Poll surveys. Working with federal and state partners, NOICC will develop a range of strategies to address these needs.

### **2. Communication and Sharing of Best Practices Among States**

NOICC, stated Lester, is also looking at developing new ways to assist those in the NOICC/SOICC Network by sharing information about effective projects and programs. This will involve an increased role by NOICC and the network in the dissemination of "best practices" among the states.

She observed that many creative and exciting projects and initiatives are happening in the states. Developing ways to share information about these activities will be an important part of the NOICC approach. NOICC is considering a series of strategies, including electronic bulletin boards, improved system demonstration packages, teleconferences, and computer-assisted training.

### 3. New OIS Developments

The third area identified by Lester was increasing the usefulness and application of occupational information in program planning under JTPA, vocational education and the JOBs program. The plan will include the development of an assessment process to determine what seems to work best in support of program planning. NOICC will undertake new OIS developments, including, if appropriate, the redesign of the OIS. Increased training of program planners and administrators will be an essential component of the plan.



*Juliette N. Lester*

Lester stated her belief that the Long Range Plan for 1992 through 1997 will help make the NOICC/SOICC Network a truly effective instrument in meeting workplace needs. This new plan will provide a flexible framework to address new and emerging issues in a proactive fashion and will serve as a guide for new SOICC three-year plans as part of the Basic Assistance Grant application.

The Long Range Plan will not be an internal plan developed by NOICC staff, but will reflect the input of a number of organizations and associations. Lester reported that a working resource group of SOICCs, associations, state agencies and federal agencies had already met to provide initial input to the plan. She promised that future drafts would be reviewed by a variety of groups for further input and refinement. The plan is expected to be released by January 1992.

In conclusion, Lester thanked the New York SOICC for hosting the conference and expressed her gratitude to Governor Mario Cuomo for proclaiming the week Occupational Information and Career Development Week in New York State. She wished conference attendees an enjoyable conference and the opportunity to discover new ways to further workplace understanding and workplace readiness.

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### Current Legislative Issues Highlighted

As moderators, **Mildred Nichols** and **Carol Kososki** reminded conference participants that the network and its programs and activities are the result of federal legislation and are supported by federal funds. Nichols then introduced **Ann Young** of the Senate Subcommittee on Education, Arts and Humanities who spoke about the Carl Perkins Reauthorization and **Richard Johnson**, Counsel for the House Education and Labor Committee, who spoke about upcoming JTPA amendments.



Recognizing that "the time is ripe for bold action," the Perkins reauthorization writers tried to bridge the tension between two camps emerging out of recent reform efforts: those pushing for greater academic achievement as witnessed by the National Education Goals and the President's America 2000 report and those pushing for increased attention to preparation for a lifetime in the world of work. The Perkins bill seeks to provide leadership in the effort to integrate academic and vocational instruction.

The use of Perkins dollars must meet three objectives:

- ◆ Integration of academic and vocational skills, providing students a full range of options in the schooling process
- ◆ Provision of teacher training to carry out integration goals
- ◆ Provision of state of the art, quality instruction and quality programs sensitive to labor market needs in the area where the program is housed

A highly controversial aspect of the law requires for the first time that participants and players who have a stake in vocational education come together to determine performance standards and measures. The hope is to bring vocational education into the mainstream of the President's education reform initiatives.

According to Young, "At no other time are we going to focus on what it is that vocational education can do in preparing our students not only for entrance into further education but also entrance into the workforce and a lifetime of work." The Perkins reauthorization highlights the pivotal role that vocational education can play in shaping bold action to integrate historically separate spheres.

On behalf of **Senator Claiborne Pell**, chair of the Senate Subcommittee on Education, Arts and Humanities, Young accepted the National Leadership Award from the Na-

tional Association of SOICCs for leadership in linking education and work through legislation which authorizes the national and state occupational information coordinating committees.



*Mildred Nichols and Ann Young*

**Richard Johnson** said the proposed amendments to JTPA legislation are less visionary but no less important. The basic theme of job training legislation, expected to pass all hurdles and be out by the first of the year, is to increase services to targeted populations: high school dropouts, those with basic skills deficiencies, and those who are economically disadvantaged.

The house bill will definitely have increased emphasis on greater federal monitoring and oversight. Tentative conclusions of a recent GAO report indicate the need to tighten up, in some instances, how job training and performance-based contracting are used. In particular, Johnson pointed to racial and gender disparities where racial minorities are "steered"



*Carol Kososki and Richard Johnson*

more to on-the-job training and less to classroom training, and females are "steered" more to classroom training in stereotypical occupations and less to on-the-job training. Johnson saw these trends less the result of overt discrimination and more a result of inadequate information.

Commending the efforts of the occupational information system, Johnson warned of a bipartisan feeling in Congress that administrative costs are too high in certain kinds of programs. He suggested that we demonstrate concretely the value of the information service we provide when we meet with congressional representatives.

Johnson received the association's recognition award for his outstanding support of the NOICC/SOICC mission.

## Landmark Report Signals Drastic Changes

America is descending into a low-skill, low-wage, low-productivity economy which will widen the gap between "haves" and "have nots" unless employers change the way they do business. Thus warned **Ira Magaziner**, chair of the Commission on the Skills of the American Workforce and co-author of the Commission's widely acclaimed new study, *America's Choice: High Skills or Low Wages!*

The low-wage and low-productivity predictions have already come true: Americans' real average weekly earnings have dropped 12 percent over the past 20 years, and it now takes three years to make the same productivity gains the workforce achieved yearly before 1973.

Drawing on the report, Magaziner contends that recent economic growth is solely the result of baby boomers' and women's increasing participation in the workforce. The 1990s, however, will see this growth slow substantially. Productivity growth is the key to maintaining or improving our standard of living. If it continues to stall, says Magaziner, we can expect one of two futures: either the top 30 percent of our population will grow wealthier while the bottom 70



*Ira Magaziner*

percent becomes progressively poorer, or we may all slide into relative poverty together.

In order to compete with countries that can match our capital spending but significantly undercut labor costs, Americans must develop superior skills. Models for such a system can be found in Denmark, Germany, Ireland, Japan, Singapore, and Sweden. These countries share successful approaches to education, training and high productivity that the United States lacks.

Magaziner outlined five approaches for helping the United States develop its own high-productivity and high-wage economies:

1. Require that students, by age 16, attain a high national standard of educational performance, commensurate with world class standards, which results in a "Certificate of Initial Mastery." This certificate qualifies students to enroll in college, technical and professional education, or the paid workforce.
2. Assume that all students receive this certificate by creating and funding alternative learning environments as necessary.
3. Establish a system of professional educational certifications for those students and adult workers who do not pursue college degrees. This will ease school-to-work transitions and promote continuing work-related education.
4. Have all employers allocate one percent of their payrolls to education and training of workers and 15 percent of that allocation to studying better ways to organize work.
5. Create a system of Employment and Training Boards to govern a high-performance education and training system.

Magaziner acknowledged that initiating the commission's proposals would require sweeping changes in the way that American employers and policy makers currently view education and training. Nothing short of sweeping change, however, will make America competitive in the global marketplace. As the report concluded: "The status quo is not an option. The choice is to become a nation of high skills or one of low wages."

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### **Celebrating Diversity in the Workplace**

By the year 2000, some 82 percent of net new entrants into the labor force will consist of minorities, immigrants and women. It is also anticipated that by the year 2010, a third of the states in the United States will be "majority-minority." Most assuredly, our society is becoming more and more diverse.

**Crystal Kuykendall**, founder and president of Kreative and Innovative Resources for Kids (KIRK), says, "Without question, one of the biggest challenges faced by all of us as the U.S. continues to become more diverse will be the challenge of overcoming 'cultural chauvinism' to the point where we can accept, appreciate and indeed, celebrate diversity." Yet, there are those who honestly believe that if you're "different" you must be "deficient," without realizing that we are strong as a nation because of our diversity. The United States is not really a melting pot, it's a "salad bowl."

Kuykendall says each of us has to do more to enhance appreciation of diversity in the workplace. Unless we are able to develop and sustain such requisite appreciation, the future is bleak. Unless we are able to put more people on the "high road," many will take the "low road," and we will all suffer the consequences.



*Crystal Kuykendall*

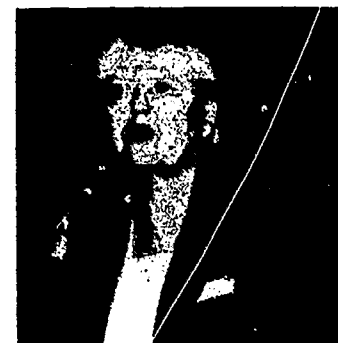
Last year in the nation's capital, where Kuykendall lives, over 40 percent of students dropped out of school. Most of those dropouts were 7th graders. Even if the dropout rate in other communities is not as high, the result is the same: we put too many youth on life's low road.

Kuykendall says if we are serious about putting more people on the high road, we must start by overcoming biases based on prior achievement or education, labels and stereotypes, socioeconomic status, physical attraction, gender, language ability and race/ethnicity. We must also help individuals develop their strengths and overcome their fears of failure.

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## **Removing Barriers for Workers with Disabilities**

"Civil rights legislation will open up communities and the workplace, but it is up to all of us to open up the hearts and minds of employers to accept workers with disabilities." This was the charge given by **Nell Carney**, Commissioner of the Rehabilitation Services Administration.



*Nell Carney*

Of the estimated 45 million Americans with physical and mental disabilities, about 67 percent are unemployed, although a majority of these are willing and able to work. In the process of training and placing these people, vocational counseling and guidance are crucial. A rehabilitation counselor oversees skills training, social adjustment and community involvement activities that prepare an individual to enter the workplace.

Access to occupational information is vital throughout this process. Carney says it is clear that the occupational information system "plays a significant role in the successful preparation" of workers with disabilities to enter the work force.

Removing physical barriers is simple, according to Carney. Breaking down the barrier of stereotypical attitudes is difficult. Carney calls for more public education to help eliminate the bias against workers with disabilities.

Carney sees a strong, effective relationship between state and federal vocational rehabilitation programs and the SOICCs as a way to help meet the challenge of creating not only employment opportunities, but also satisfying lives, for workers with disabilities. As she put it, "Education is not just about making a living; it is about making a life."



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## Power Clusters in the Policy Making Process

According to **Daniel M. Ogden, Jr.**, in the United States public policy is made within a system of power clusters, each of which deals in a broad subject area like agriculture. The clusters operate quite independently from each other and are essentially bipartisan in policy making. The political parties participate very little in this process.

Each cluster is composed of executive agencies, legislative committees, interest groups, professionals, volunteers, an attentive public, and a latent public which pay attention to that subject field and interact to make policy.

Ogden says close personal ties develop among participants who usually move from job to job within a power cluster, but rarely change power clusters. People from all parts of each cluster are driven by their own need to participate in their power cluster's communication network. Policy decisions are normally made within each power cluster. Each cluster has internal conflicts which are ongoing and need to be worked out before further policy changes can be made. It also has its own informal internal power structure, which consists of people who must be consulted before any individual policy decision. Power clusters, says Ogden, put great upward pressure on federal, state and local budgets.



*Daniel Ogden, Jr.*

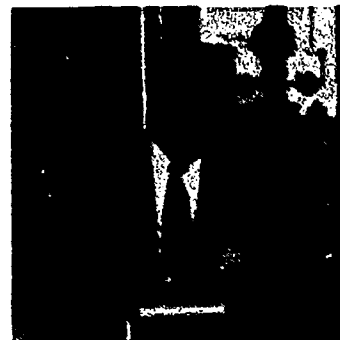
Presidents, governors and mayors operate across cluster lines. However, they must: (1) be aware of the clusters; (2) recognize that they will draw upon the clusters for people from their own political parties to staff their specialized departments; and (3) accept that their own appointees will become spokespeople for their respective power clusters. Executives can, therefore, afford to delegate responsibility for intra-cluster policy decisions, but must retain inter-cluster issues for their own leadership. They must remember that in the U.S. separation of powers system, such policy decisions require bipartisan support and approval. Changes cannot be unilaterally instituted by the executive branch. Executives who have bipartisan support are able to use the power cluster system to move positively in the direction of their goals.

# Selected Workshop Highlights

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## Economic Classification Systems

**Thomas Plewes, Donna Dye and Harvey Monk**, representatives from the U.S. Bureau of Labor Statistics, Employment Service, and Census Bureau respectively, discussed the upcoming revisions to the Standard Occupational Classification (SOC) system, the Dictionary of Occupational Titles (DOT) and the Standard Industrial Classification (SIC) system.



*Thomas Plewes*

Pending revision of the DOT by 1992 and plans for the 2000 census, the next SOC must be usable in training programs, occupational research, placement, mobility studies and wage studies.

The DOI established an advisory panel of DOT users to conduct a user survey, research alternative occupational analysis, and incorporate occupational standards from other countries. Results from the survey and research into other occupational systems will help determine whether the DOT (1) should serve all users or be only the primary reference source for placement and employment service, (2) will reflect all of the world of work, (3) will include labor market information, wages, etc.

The structure of the SIC has remained unchanged since its inception. Among its uses are labor market information, time series analysis, unemployment insurance tax rates, market analysis and zoning. The bureau has developed a five-year plan to study and recommend changes to the next SIC.

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## New Supply Data Initiatives

U.S. Department of Education representatives **Dennis Carroll, Jim Houser** and **Winifred Warnat** reported that the National Center for Education Statistics (NCES) collects information on vocational education through the Data on Vocational Education (DOVE) plan.

Data on vocational students are obtained through transcript studies and their accompanying assessments and surveys. At the secondary level, data on teachers are also collected. They include information on such topics as teacher demand and shortage, teacher preparation and qualifications, and teacher compensation and turnover.

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## Planning the Needs of Workers with Disabilities: Workforce 2000 Participation

The New York state vocational rehabilitation program VESID (Vocational and Educational Services to Individuals with Disabilities) has built alliances with key community agencies to provide full workforce participation for the disabled. **Edward Panarello** of the AFL-CIO, **James Rogers** of the New York State Merchants' Association and **Mark Scheinberg** of the Greater New York Automobile Dealers' Association work with the VESID program.

One participant remarked: "Congratulations on a most innovative program ...developing formal agreements with industries in a growth cycle. There is a need for a national public policy to provide for replication of these creative efforts."

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### **ASVAB and CIDS Link to Improve Test Results**

The new ASVAB 18/19 Program becomes available July 1992. **Janet Wall**, personnel research psychologist of the U.S. Department of Defense, presented a detailed review of the components of the new ASVAB program. She emphasized that the new ASVAB provides more detailed test results and gender-based norms. This will open more doors to both sexes in choosing careers. Also, she emphasized that Holland's Self-Directed Search underpins the identifying interest component of the new ASVAB.

**Jeffrey Worst**, an associate at Booz-Allen and Hamilton in Bethesda, Maryland, talked about the potential of linking state CIDS and ASVAB test results to increase the accuracy of the CIDS-Structured Search process and give students more information regarding careers. Approximately 11 CIDS have completed software revisions for inputting ASVAB scores for 1991. Arizona will become one of next year's CIDS/ASVAB sites. Other interested states (funding available) can contact Dr. Jeffrey Worst at (301) 951-2933.

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### **State Training Inventory (STI)**

The STI program is a new resource that will be available to all states in 1992. **Barbara Derwart** of the New Jersey SOICC explained State Training Inventory (STI) as a PC-based system providing easy access to local educational training sources, including high schools, vocational schools, community colleges, four-year colleges, proprietary schools and hospital-based training. **Dorothy Sullivan** of the Massachusetts SOICC and **Peter Hogg** of the Vermont SOICC reported on the STI pilot programs in their two states.

In Massachusetts, three implementation concerns arose: (1) STI was a new undertaking for Massachusetts—there was no statewide CIDS (Career Information Delivery System) available; (2) the availability of IBM-compatible PCs and printers was unknown; and (3) finding pilot sites with sufficient hard-drive memory available (2.2 megabytes) was a challenge. The program was installed at four pilot sites, however, with varying success.

Outreach counselors of the Vermont Student Assistance Corporation liked the STI system because it was free, but felt that commercial packages provided more extensive data about schools. They also liked the "keyword" search capability, but they felt that the certificate levels offered by the schools should be shown for each program they offer.

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### **Comprehensive K-Adult Developmental Guidance System Based on the Guidelines**

**Roger Lambert** of the Wisconsin CIS discussed the publication "Implementing Comprehensive Developmental Guidance and Counseling Programs in Wisconsin." The model parallels the developmental stages of children as they mature and functions as a *preventive* approach to counseling and guidance. He outlined how workshops were planned to introduce these materials. Lambert commented that he thought Wisconsin had produced materials that were "ahead" of counselors' readiness to use them.

**David Caulum** reported on Wisconsin's innovative computer software program, "Make a Better Buck," which approaches career development through financial and lifestyle choices. This approach helps students relate their economic needs to career choices. The program can be used with Apple or IBM computers.



*Roger Lambert, Sumryah Bilal and David Caulum*

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### **DOT Review Underway**

The review of the Dictionary of Occupational Titles (DOT) was originally developed as part of the Secretary of Labor's Workforce Quality Agenda to assure that the U.S. workforce has the skills to meet the challenges of the 1990s and beyond. DOT reviewers **Donna Dye** and **Marilyn Silver** and **Eleanor Morgenthau** of Directions explained the review process and its intent: (1) to increase labor market efficiency; (2) to assure that the DOT responds to the diverse needs of the occupational information user community.

To make this DOT Review as comprehensive as possible, ETA is conducting research on equivalent labor market tools currently used or under development by economic competitor nations such as Australia, Canada, France, Germany, Japan, Sweden and the United Kingdom. Recommendations for changes are expected to be submitted by summer 1992.

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### **Action Research Urged**

Action Research is research carried out by a practitioner rather than a researcher. Practitioners tend to read research but not put it into practice. They are more likely to support and put into practice their own research, according to **Curtis Shumaker** of the Oklahoma SOICC and **Richard Makin** of the Oklahoma Department of Vocational Technical Education.

Practitioners in Oklahoma surveyed 20,559 students and 6,312 adults in 300 schools in 50 school districts on their perceptions about student career development needs. They found that students and adults have different ideas about what students need. Students perceived as their greatest needs being able to make good decisions and to plan for a career. Adults, on the other hand, perceived that students' greatest needs were in the areas of knowing how to get along with others and knowing about different occupations and changing male/female roles.



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**New York State  
Incarcerated Youth  
Program**

The Incarcerated Youth Program in New York state was created from state legislation which requires school districts to provide educational services to youth who are under 21 years of age and have not received a high school diploma.

The initial Incarcerated Youth Program offered only basic skills instruction and GED preparation. Life skills management, parenting skills, self-esteem building, health care, and vocational programs have been added to make the program more effective, according to project collaborators **John London** of the New York State Department of Education, **John Morgenthau** of Morgenthau and Plante Associates, and **Gail Hutchins Brand** of the Saratoga County Correctional Facility.

The CHOICES Career Exploration System is used in the program. An evaluation of the CHOICES curriculum by program participants and organizers in the nine pilot sites revealed that (1) CHOICES was an appropriate and beneficial tool for use with incarcerated youth; (2) students continue to use it beyond the initial search they complete; (3) it needs to be integrated with critical thinking, decisionmaking skills; models; and (4) most youth need the help of a teacher to complete the guidebook. To date, CHOICES is offered in 21 sites statewide.

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**Promoting Your Labor  
Market: LMI Tools to  
Attract and Retain  
Industry**

This session focused on Illinois' use of Labor Market Information (LMI) for economic development purposes, highlighting state and regional uses of LMI available in Illinois. **Chris Reynolds** of the Illinois Department of Commerce and Community Affairs discussed economic development policy trends during the 1980s that affected the type of LMI services needed, but also covered the emerging trends in the 1990s and the needed LMI tools. The movement from big deal/smokestack chasing to smaller firm retention and regionalization of strategic policy making characterizes the coming changes. The presentation was given with the aid of a computer-generated slide show which illustrated how LMI can be presented in a more visually appealing way.

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**Linking Literacy and  
Career Development**

*USA Today* representative **Kelly Sullivan** reviewed *USA Careers* and the Pennsylvania Career Guide Supplement which has been inserted into copies of *USA Careers*. The 24-page student tabloid was produced by *USA Today's* Educational Services Department in cooperation with the National Career Development Association, the U.S. Department of Labor, the National Center for Research in Vocational Education, and the Fairfax County, Virginia, public schools.

**Charles Lehman** of the New Mexico SOICC reviewed a rural approach to using *USA Today* and *USA Careers* and indicated that 94 percent of the New Mexico schools receiving *USA Today* would "...like to see it in their schools again."

**Fritz Fichtner** of the Pennsylvania SOICC reviewed the Pennsylvania SOICC project which served 8,500 youth and adults at nearly 100 demonstration sites. Seventy-seven percent of the sites said they would like to participate again. Both presenters emphasized the low cost of the programs.

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## **Guidelines and CIDS Implementation**

The new Maryland CIDS software package, **VISIONS**, developed by the American College Testing Program's **DISCOVER** Center, was described and demonstrated by **JoAnn Harris Bowlsbey**. She identified and related selected components of **VISIONS** to specific national guidelines. Continuing with the program, **Jasmin Duckett** outlined a brief history of how **VISIONS** is implemented in Severna Park High School (Maryland). **VISIONS** has been in its career and pre-college counseling program. The program is substantially supported by parent volunteers who have been trained for their roles.

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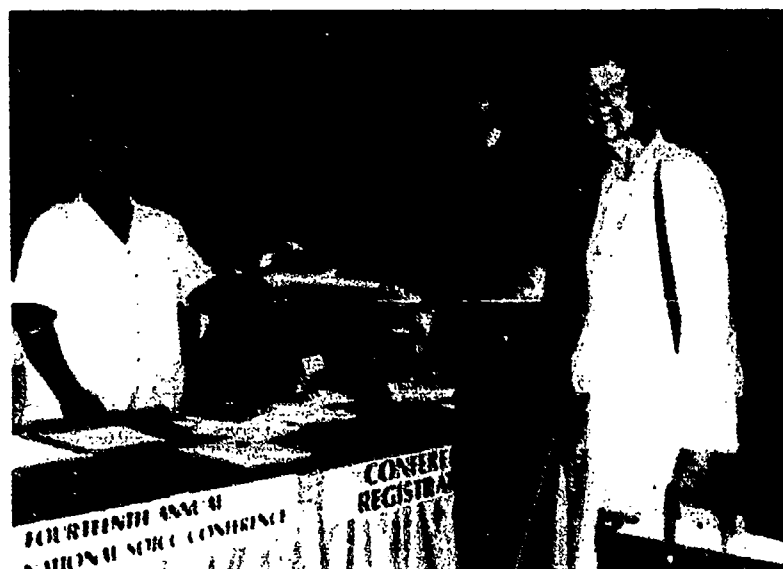
## **Computer Networking for Occupational and Career Information**

In New York, the Department of Labor, State Education Department, SOICC and other agencies are involved in Project Job Link, which connects the various statewide computer networks to share occupational and career information. The first major application is the Self-Search Terminal Placement (SSTP) system which gives users online access to the Department of Labor Job Link.

**Bob Elle**, New York DOL, pointed out that Job Link's networking capacity among employers, employment and training agencies, and educational institutions has led to a number of new approaches to sharing job and career information.

**Mike Radlick**, New York DOE, described the State Education Department TNT (Technology Network Ties) Network which links schools throughout the state to the Education Department's mainframe. He and **Warren Northup**, New York DOL, then gave a brief demonstration of how the new Job Link can be used by guidance counselors and students.

**George McDonough** discussed DOL's Gateway initiatives with a number of state and local agencies. He also described **JOBS PLUS** and the new **WORK Station** which will expand job and career information available through SSTP.



*NOICC's Mary Alston and North Carolina's Joel New and Nancy MacCormac*

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**Basic Workplace  
Competencies  
Determined**

To assure that Oregon workers have the skills necessary for lifelong employability, the Oregon Workplace Basics program was launched in 1991 by the Oregon JTPA Administration, the Oregon Office of Community College Services, and the Workforce Development Section of the Oregon Economic Development Department. **Holly Miles** and **Larry McClure** of the Northwest Regional Educational Laboratory are coordinating the two-year development process.

The system is based on the skills deemed essential by employers in a three-year study by the American Society for Training and Development (ASTD). These skills were then reviewed by local work groups consisting of JTPA, community colleges and business representatives.

The seven skill areas are: (1) Learning to learn; (2) reading, writing and computation; (3) communication—listening and oral; (4) problem solving; (5) personal management—self-esteem, goal setting, motivation, personal and career development; (6) group effectiveness—interpersonal skills, negotiation, teamwork; and (7) influence—organizational effectiveness, leadership. A curriculum resource guide and assessment system will complete the package.

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**Follow-up on  
Voc/Ed Students**

Panels members **Lorraine Amico**, **Curtis Shumaker** and **Jay Pfeiffer** reported on ways to use employment and earnings data from the unemployment insurance (UI) system to track former vocational education students' occupational or career paths. The National Governors' Association has completed a comprehensive survey on the use of UI wage record data which will be available this fall. Shumaker and Pfeiffer reported on data collection procedures used in Oklahoma and Florida, respectively. Florida's system is unique in its comprehensive use of multiple administrative sources and in its procedures to obtain supplemental information. **David Stevens**, the panel facilitator, described a project at the University of Baltimore that combines data on public community colleges, private career schools and administrative data sources. A report on this project will be issued by the Department of Education early in 1992.

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**Opportunity Express Bus  
Reaches Rural Clients**

The Idaho Career Information System (ICIS) is an integral part of the career counseling and employability competencies for the JTPA employment and training process in southwest Idaho, according to **George Dignan** of the Business Resource Center. The Private Industry Council requires that each trainee learn how to use ICIS. A valuable tool, ICIS helps both youth and adults appreciate better the wide array of opportunities available to anyone who pursues the learning and employability/work maturity skills valued by today's progressive employers. A mobile career lab called the Opportunity Express Bus travels throughout a 22,000 square mile service delivery area to show clients education and training possibilities.

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### **Computer-Managed Competency Training for Counselors**

**Roger Lambert** and **Dave Caulum** of the Wisconsin CIS described a module for computer-managed ICDM training with supplemental video support. The module was developed to test the feasibility of using a computer-authoring system to develop counselor and other staff training modules based on the staff competencies as described the National Career Development Guidelines and used in the revised ICDM training materials.

The Wisconsin pilot module, to be field tested in fall 1992, is intended to train staff in the use of the CIDS and provides direct access to state CIDS plus videos that are available through the ACE consortium. If it proves effective, the computer-authoring system can be used by several states in a coordinated effort to develop other computer-managed training modules to teach various staff competencies.

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### **Using the National Career Development Guidelines**

**Cal Crow**, program coordinator for the Center for Career and Work-Related Education, stresses that we must change the way we think about and respond to workplace issues. The National Career Development Guidelines provide an avenue for helping us do this.

He then described how the Guidelines have been used in Washington state:

1. As a help in educational restructuring/reform efforts. They have been used in conjunction with *Workplace Basics: The Skills Employers Want* and other reports on workplace preparation, education and the changing economy.
2. As part of the Boeing Company's employee career development program.
3. As a way to prepare a career development program for offenders in a local adult correctional facility.
4. As a catalyst to promote a community career development program involving more than 2,000 individuals in a timber-dependent county.
5. As a vehicle to promote a countywide career awareness program for educators, business people and more than 700 high school students from an agricultural area in the central part of the state.

The question is not "How can we get the Guidelines implemented in more places?" It is instead, "How can we use the Guidelines to help us respond effectively to the workplace changes surrounding us?"

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### **Linking Planning and Evaluation in Vocational/Technical Education**

Both planning and evaluation of vocational/technical education could be improved if they were better linked, according to **Donald E. Elson**, associate professor at the Virginia Polytechnic Institute and State University. Elson reported on a study that he and several colleagues at VPI are conducting under the aegis of the National Center for Research in Vocational Education.

Through a literature review, survey of all states, and three in-depth case studies, seven elements were identified that could aid in improving planning



and evaluation. Three elements dealt with organization and support for those functions: (1) provide more resources to properly conduct planning and evaluation; (2) implement a regional approach to administration of vocational education; and (3) develop more coordination and cooperation among state agencies and between all levels of administration.

Four points dealt with data needs: (1) improve the needs assessment procedures; (2) provide guidelines for indicators/measurements of inputs and outcomes; (3) improve data collection procedures and the quality of the collected data; and (4) require better preparation and use of the evaluation results.

The findings of this study will be the basis for the development of NCRVE technical assistance and training materials for use by states.

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### **Training Through Distance Learning: Technology to Plan and Implement Career Development Programs**

Learning via satellite technology was used to bring Career Development Awareness Workshops to 6,000 participants, including teachers, counselors, administrators and parents. **Curtis Shumaker** (Oklahoma), **Cliff Granger** (Georgia) and **Gertrude Bonaparte** (Michigan) discussed how the successful programs were accomplished through consortiums: the Midlands Consortium Star Schools (5 states) and the Satellite Education Resources Consortium (26 states).

**Kay Brawley** of NOICC commented on the downlink site facilitator or coordinator as the vital connection between the teleconference origination site and the local audience. Other vital team players include personnel representing marketing/promotion, registration and fiscal management. An important consideration addressed was a teleconference room of adequate size for the audience and equipped to receive a satellite video teleconference.



*Kay Brawley*

A marketing timeline, crucial to the success of a teleconference, identifies the following steps: (1) obtaining mailing lists for targeted audiences; (2) releasing press releases to state, regional or local media; (3) printing brochure/promotional materials; (4) mailing letters of invitation and materials; (5) increasing publicity; (6) review of registration; and (7) assembling sufficient participant packets to include registrants and walk-ins.

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### **SOICC Network Involvement with Video Technology Development**

This presentation by ACE Consortium members provided an update to the NOICC/SOICC network regarding the activities of the consortium. The consortium's goal is to create high quality career video resources in support of SOICCs and CIDs. The current video resources with curriculum guides linked to competencies of the National Career Development Guidelines include: Kaleidoscope of Careers, Pathways (a new release and replacement for Picking Your Path), It's a New World, Employability Skills, Designing the Future, Foundations for the Future, Profiles: People and Jobs (a new release).

**Dennis Angle** described the activities and services of the ACE Distribution Service. The service serves as the promotion and distribution center for the consortium. States, through the SOICC, CIDS or Guidance Supervisor, may choose to coordinate orders for the career videos in their states. Each state was encouraged to call the distribution service at (913) 532-6540 for further information.

**Carol Kososki** described two of the four new Profiles videotapes focusing on occupations in the service sector. Occupations in the Profiles videotapes were selected because they are projected to employ a large number of workers and/or have a high growth rate. She described the contents of the videotapes and the occupations included in them. The occupations are: medical assistant, nursing and psychiatric aide, homemaker-home health aide, correction officer and guard, chef and cook, food and beverage worker, and janitor and cleaner.

**Roger Lambert** described the other two tapes in the Profiles series and showed one of them. These other two tapes center on the occupations in the Professional Specialty field. The occupations included on these two tapes are: civil engineer, electronics engineer, operations research analyst, computer systems analyst, human services case aide, social worker, elementary school teacher, secondary teacher, occupational therapist, physical therapist, respiratory therapist, and registered nurse.

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## **EDEPS: The Final System**

EDEPS is a microcomputer system which provides reports needed by economic developers, according to **Rod Slack** of NOICC. The prototype version of EDEPS was used in this demonstration to generate reports for a hypothetical client. In this case study, a state department of commerce provided reports documenting Pittsburgh, Pennsylvania, as an ideal site for a plant to manufacture laser scanners. The ten modules contained in EDEPS are listed below (the asterisks indicate the modules used to generate reports for the demonstration). A hardout of the reports is available on request from any of the presenters.

- A. Industry and Market Area Profiles
  - \* 1. Industry Trends
  - 2. Industry/Occupation Patterns; Firm Names
  - \* 3. Population Trends
  - \* 4. Quality of Life Indicators
- B. Labor and Training Resources
  - \* 1. Labor Force Characteristics
  - 2. Occupational Projections and Training Completers
  - \* 3. Directory of Training Programs
- C. Development Assistance and Site Location
  - \* 1. Development Assistance Sources
  - \* 2. Industrial Site Location
  - 3. Procurement Opportunities

Procedures for collecting the necessary data were described, along with plans for the field test of EDEPS in three states. The projected date for release of EDEPS to all states is December of 1992. EDEPS will be configured for final distribution on a state-by-state basis, with the system manager in each state having the option of suppressing unwanted modules and customizing certain features (such as the types of geographic units for which data are provided).

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### **Tennessee Develops International Curriculum**

This presentation highlighted the Tennessee multimedia curriculum packet entitled "Careers Going Global," which includes a 15-minute videotape, a 200-page teacher's curriculum resource guide, and a state of the art microcomputer software component entitled Interactive Computerized Learning Enrichment Component (ICLEC). This software was demonstrated detailing various global educational activities, including actual experiences, for 11 foreign languages in 20 specific countries.

Presenters **Chrystal Partridge**, **Willie Mae Martin**, **Nanci Cross** and **Deborah Rhone** emphasized that the intent of this international curriculum is to reinforce the reality that students must prepare *now* if they are going to succeed in a very competitive global society.

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### **Closing Remarks**

In closing the conference, **Juliette Noone Lester**, Executive Director of NOICC, thanked **David Nyhan** and the New York SOICC for their support and hard work, and she recalled the themes of the keynote speakers. Ira Magaziner laid out five specific options for creating a quality U.S. workforce. Crystal Kuykendall identified obstacles that we need to overcome if we are to truly achieve diversity in the workplace. Nell Carney spoke about how those who are disabled contribute and will continue to contribute to diversity in the workforce. Daniel Ogden reviewed power clusters and demonstrated how interest groups affect government. All clearly supported the theme of this conference: Workers and Workplaces: Diversity, Challenge, Excellence!



*David Nyhan and Juliette Noone Lester*

Lester noted that next year's conference will mark a new era for the NOICC/SOICC Network. It will be the 15th annual conference and will feature not only a history lesson on Tulsa and Oklahoma, but also the latest in telecommunications and computer technology.

The theme for the 1992 conference is "**Technology, Innovation and Change: A New Reality.**" One of the unique presentations at the conference will be a live telecast-workshop beamed out across the country. The focus of this satellite teleconference will be on NOICC/SOICC career development programs. Lester observed that the outreach capabilities of this expanding technology are powerful and can assist the NOICC/SOICC in reaching a much wider community. She stated her hope that all this year's participants would be there.

# Awards

## Exemplary Guidance Program Awards

This year three schools received Exemplary Career Guidance Program awards from the National Association of State Career Development/Guidance Supervisors (NASCD/GS). Presented by **Gisela Harkin** and **Gertrude Bonaparte**, these annual awards went to:

**"Comprehensive Guidance and Counseling Program," Churchill High School, Eugene, Oregon.** A comprehensive 9-12 program designed to address students' academic, career, personal and social needs. It develops student competencies in self-knowledge and interpersonal relations; decision making and problem solving; knowledge of life roles, settings and events; and educational and career development. Resources in the community and other schools are used to meet students' needs. Nancy Hargis accepted the award for Churchill High School.



*Gisela Harkin, Nancy Hargis, Gertrude Bonaparte*

**"Guidance and Counseling Program," Moore Public Schools, Moore, Oklahoma.** A comprehensive K-12 program to help students understand the opportunities available and choices open to them by having strengths and resources. The program components center around counseling, curriculum, communication and cooperation. Numerous community resources are used to support the program.

**"Guidance and Counseling Program," Mesa Public Schools, Mesa, Arizona.** A comprehensive 7-12 program which focuses on sharpening decision making and problem solving skills. The program also provides personal, preventive, crisis, and educational/vocational counseling. Numerous community resources are used to meet the needs of students.





*NOICC 1991 Recognition Awardees*

## **NOICC Recognition Awards**

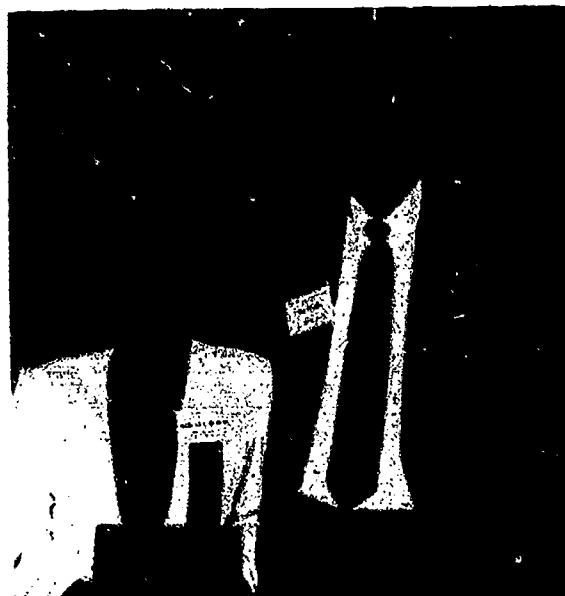
NOICC Recognition awards, presented by Juliette Lester, went to the following deserving colleagues:

- ◆ **Kay Raithel**, Executive Director, Missouri SOICC, for network leadership
- ◆ **Clifford Granger**, Executive Director, Georgia SOICC, for innovative ideas and activities
- ◆ **Richard Froeschle**, Executive Director, and **John Romanek**, LMI Projects Director, both of Texas SOICC, for special achievement in development and delivery of information for program planners and administrators
- ◆ **Jasmin Duckett**, Coordinator, Maryland SOICC, for special achievement in development and delivery of career information
- ◆ **Hugo Soll**, Manager, Arizona OIS, and **Angeleen Hunter**, Assistant Director, South Carolina SOICC, for outstanding SOICC staff members
- ◆ **Eleanor Morgenthau**, President, Directions, and **Karen Wempen**, Member, Illinois SOICC, for contributions to the goals of the NOICC/SOICC Network

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## John Niemeyer Memorial Award

Jan Staggs, the 1990 recipient, presents the 1991 John Niemeyer Recognition Plaque to **Mildred Nichols**, Executive Director, Rhode Island SOICC, for SOICC Leadership and Service.



## Special Activities

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### Despite High Humidity, Runners Persist

Braving record heat and humidity, 30 people participated in the 2-mile Fun Run along the Hudson River Path early on Sunday morning. The first female finisher, **Asya Ollis** (daughter of Harvey Ollis), clocked in at 18 minutes and 11 seconds. The first male finisher, **Michael Paris** (Wyoming SOICC Director), crossed the finish line at 13 minutes and 11 seconds. A good time was had by all, with encouragement to organize a run for the next year's conference in Tulsa.



*Asya Ollis, ahead of the pack (Jim Woods, Harvey and Les Janis)*

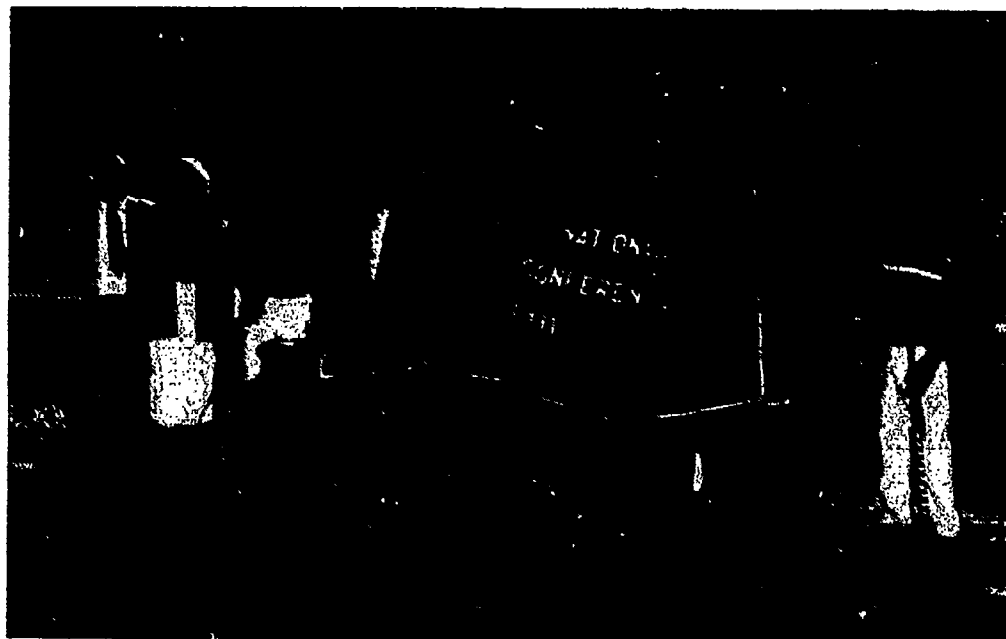


*Michael Parks and Jim Woods*

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## And They're Off

On Saturday evening, over 40 conference goers enjoyed the glamour and excitement of harness racing at **Saratoga Raceway**. Of special significance was the seventh race, which was dedicated to our national SOICC Conference. With a purse of \$5,200 at stake, this one-miler had hearts racing, too. The winner was Cassie's Ruler! Backers sported big smiles...**Dave Nyhan, Juliette Lester, Gertrude Bonaparte, and Lawrence Seidel**.



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## Site Visits Bring Insights

**Adirondack Beverages** in Scotia, New York, looks like an average industrial facility on the outside, but behind the plant walls is a high-performance workplace that has been using "total quality management" operating procedures for the past decade. Led by an energetic president/owner who is committed to each worker, we saw how the company has carved out a significant niche in the highly competitive soft drink industry. The motto provided to each employee in a short flyer is this: "How can we make it better?"

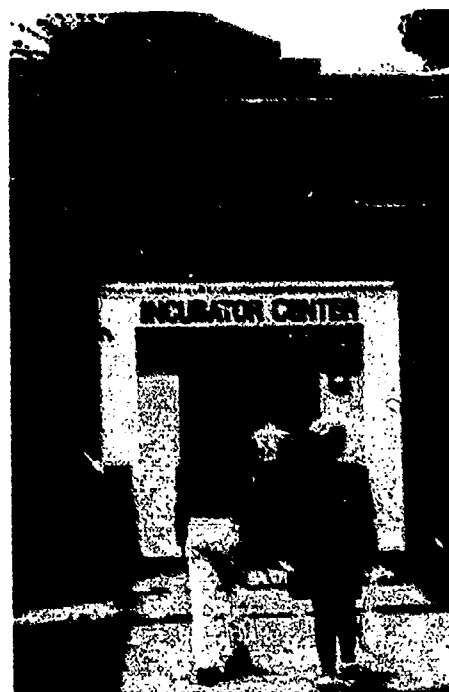
The company's product starts with water pumped directly from its own well and moved through computer-controlled workstations that require all the "workplace basics" addressed by SCANS and other recent studies of employability. The 30 SOICC conference visitors were amazed at the complexity of soft drink processing and marketing today.



*Adirondack Beverages*

A group of about 45 visited the **Renssalaer Polytechnic Institute (RPI)** just outside Albany. They were given a tour of RPI's business incubator facility where new businesses may locate during start-up. They visited three incubator areas, one dealing with software for dye-cutting machinery, one with metal endurance testing by computer, and one with robotics. Some participants were a little chagrined when a robot could speedily assemble a widget which they couldn't.

Visits were also made to the business assistance center, which provides a variety of computer services to businesses upon request, and an industrial park being developed on land owned by RPI.



*Renssalaer Polytechnic Institute  
Incubator Center*

## **The Way to People's Hearts Is Through Their Stomachs**

Did you know we owe the hamburger, Philadelphia Cream Cheese, Jell-o®, pie a la mode, the ice cream sundae, puffed breakfast cereal, hot dogs, and Thousand Island salad dressing to New York culinary inventors?

These well-known New York specialties, as well as lesser known ones from land and sea, were sampled as participants and exhibitors mingled at the "Taste of New York" reception held Tuesday evening.



*"Taste of New York"*

Following the reception was "Working," a musical production based on the book by Studs Terkel, performed by students from West Genesee Senior High School, Camilleus, New York. "Working" consists of a series of bright, touching and funny sketches of a variety of working people and their attitudes toward their jobs.

Tuesday evening delighted both hearts and stomachs.

***Ross Thompson receives appreciation for coordination of the "Working" performance and the reception from Juliette Lester, Dave Nyhan and Urban Lester.***



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## **Vendors**

A SPECIAL THANKS to the **vendors** who brought to the conference their state-of-the-art products to keep participants up-to-date on the latest in career information developments.



***NOICC/SOICC Network Performers of "All I Ask of You" from Phantom of the Opera.***



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Albany, New York ♦ July 22 - 24, 1991

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